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STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

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SUPERINTENDENT OF
PUBLIC INSTRUCTION

November 1, 2012

MEMORANDUM

TO: Local and Intermediate School District Superintendents and
Public School Academy Directors

FROM: Sally Vaughn, Ph.D. *Sally*
Deputy Superintendent/Chief Academic Officer

SUBJECT: Common Entrance & Exit Protocol for English Language Learners

Over the past ten years each district and public school academy in Michigan had its own unique process for identifying students who were eligible for placement into the English Language Acquisition services and when these students could exit these services. This caused inconsistency from one district to another; confusion on the part of teachers, parents and students; and problems with assessments and federal reports. Stakeholders and experts who work with English learners (EL) studied the issues and developed a set of procedures for standardizing an entrance and exit protocol across all districts while still providing flexibility.

Based on the Elementary and Secondary Education Act (ESEA) and Title VI of the Civil Rights Act of 1964, the Michigan Department of Education (MDE) finalized a statewide English Learner Entrance and Exit Protocol (EEP). The new protocol will ensure that English learners receive support until they are fully proficient in English and are meeting the state's rigorous content standards. ELs who move between districts will have continuity in the provision of bilingual/English as a second language (ESL) services when moving from one district to another. The status of formerly limited English proficient (FLEP) students will have a common definition, allowing a student who exits from the EL program in any district to be considered successful. Additionally, districts will be assured that they are identifying and providing adequate services to ELs timely and accurately. These common statewide procedures will contribute to closing the achievement gap for ELs and ensuring all schools, including priority and focus schools, are meeting the needs of this group of learners.

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As of the 2012-2013 school year, the entrance and exit protocol constitutes the official MDE procedures for identifying, placing, and exiting ELs from the second language acquisition programs. We expect teachers and administrators to adhere to the protocol and procedures delineated in the Entrance and Exit Protocol document. Our EL/Title III team at the MDE will continue to provide professional development and support to the local programs in order to ensure full implementation of these standard procedures. A copy of the document is available at [Entrance and Exit Protocol](#).

Please direct questions related to the EEP document to Shereen Tabrizi, Ph.D., Manager of the Special Populations Unit at TabriziS@michigan.gov.

cc: Michigan Education Alliance